OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Disease Prevention		STD, or sexually transmitted diseases, are most prevalent among the age group of adolescents and young adults, and are epidemic in Manitoba and Canada. Due to its controversial nature, this section is optional. It is essential to teach the human reproductive systems with the diseases for an in-depth understanding.
Students should be able to:		
2.1 Know the structure and function of the male and female reproductive systems. (OPTIONAL)	Label the major organs of the male and female reproductive systems and describe the function of each major structure.	See Teaching Aids for background information. Invite a public health nurse to discuss how STD may affect these organs and the unborn fetus.
2.2 Know the transmission, nature and consequences of Herpes Simplex II, gonorrhea and syphilis. (OPTIONAL)	Listen to a presentation about sexually transmitted diseases.	Invite a public health nurse or physician to speak to the class about the major STDs, local laws and reasons for an increasing incidence of STD today. Clarify these terms: venereal, venereal disease and sexually transmitted disease. Venereal: refers to Venus, an ancient Greek goddess who was the mother of Cupid, god of love; Venus is associated with physical love Venereal Disease: refers to the transfer of disease from one person to another; used synonymously with sexually transmitted disease

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		STD: another name for venereal disease; the disease is passed from one person to another during sexual contact Common venereal diseases are: . Syphilis . Gonorrhea . Herpes Simplex II - a self-limited viral disease that presently is incurable; it has serious psychological implications for the host; it has serious effects on the unborn child . Others: non-gonococcal urethritis, Clamydia, Hemophylis vaginitis, Trichomoniasis, Moniliasis, Pediculosis pubis
	Research the etiology of common sexually transmitted diseases.	When studying the major diseases, have students research: . causative organism . incubation and transmission, susceptibility . classic case (symptoms and signs) . detection and treatment . complications including risk to the fetus . prevention and/or cure
	Using a case study, review the spread of sexually transmitted diseases.	See Teaching Aids for a case study.
2.3 Know community support agencies/services for the treatment and prevention	Describe community support agencies, services and laws about treatment and prevention of STD.	Find out local community services and telephone numbers where a person can seek treatment. Examples are:

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of sexually transmitted diseases. (OPTIONAL)	Describe community support agencies, services and laws about treatment and prevention of STD.	. clinics . hospitals . public health department . medical doctor
2.4 Clarify responsible actions and decisions concerning STD prevention and treatment. (OPTIONAL)	Discuss the importance of making responsible decisions concerning STD prevention.	Encourage the class to generate goal statements illustrating responsible health behavior related to STD. Examples are: . "I will seek medical attention if I suspect I have STD." . "I will avoid intimate relationships with persons known or suspected of having STD." Have the class outline positive behavior to follow if a person were sexually active. Examples are: . use condoms . wash genitals with soap and water after intercourse . seek regular medical supervision
	Discuss the steps to follow if STD were suspected.	Steps include: . personal examination of body . contact an appropriate health agency (clinic, hospital, doctor, public health nurse) . medical examination . compliance with treatment . cooperation with public health authority . abstinance from having sex until disease is cured . practice prevention (after treatment)

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		It reinfected: . cooperate with public health officials by reporting contacts . seek treatment . comply with treatment . refrain from sex until non-infectious . practice prevention
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal physical, social and emotional well-being status.	Rate physical, social and emotional well-being on three continuums of 1-10. List three or more factors that have influenced each rating.	My (Social) Health Date _____ 0 1 2 3 4 5 6 7 8 9 10 Factors that have influenced my rating: 1. 2. 3.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Prepare a personal health history, noting significant health events, tests, health description.	
3.2 Know the importance of being a responsible health consumer.	Discuss the importance of being responsible for personal well-being, for encouraging others to practice positive health behavior and using community health services appropriately.	Invite a health professional to class to discuss why individuals and communities take responsibility to promote community health and ways to do it.
3.3 Propose a lifestyle that promotes optimal health.	List a series of styles of living that comprise an optimal lifestyle.	See Teaching Aids for description of styles of living. List knowledge, attitude and positive behavior that describe each style to promote an overall healthful lifestyle. Include a comprehensive list of styles of living such as: . Nutrition style . Exercise style . Grooming style . Health consumer style . Other
	Illustrate on a diagram the components of a comprehensive lifestyle. List behavior, attitudes and knowledge that promote optimal health for at least one style of living.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Write a short essay describing how present lifestyle practices influence total health (social, emotional, physical, spiritual and cultural). Propose a plan of action to improve a lifestyle practice that would improve health.	Encourage students to define lifestyle, the five components of total health, and use the decision-making process in outlining a plan of action. Steps include: . State the problem. . List alternatives. . Discuss the pros and cons of each alternative. . Select the best alternative. . Develop a plan. List goals for improvement and activate the plan. . Evaluate the plan.